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The Church School Teacher

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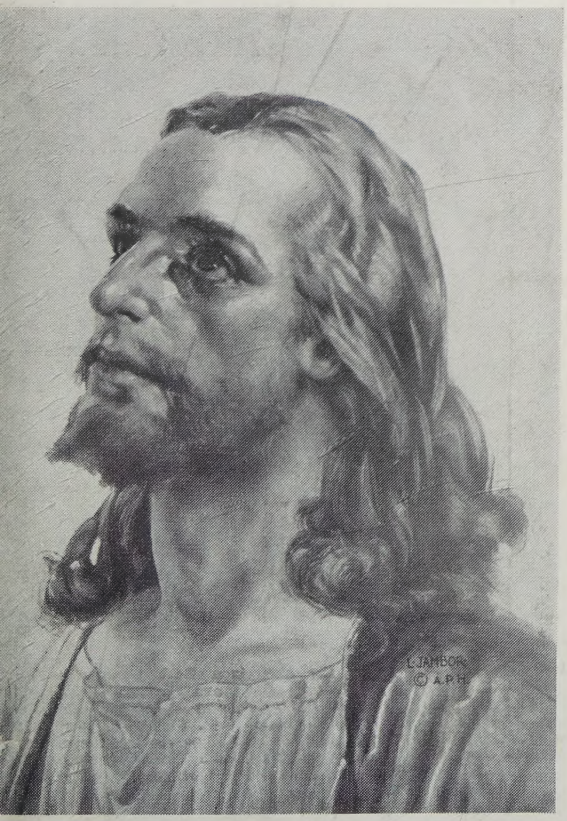

"And Religious Art"

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XIX No. 1

JANUARY 1950

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Cover:
Jambor's *Jesus of Nazareth.*
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The Church School Teacher

VOL. XIX JANUARY 1950 NO. 1

In This Issue

By THE EDITOR

THE picture on the cover, Louis Jambor's *Jesus of Nazareth,* is used by permission of the Augsburg Publishing House, owner of the copyright. It is one of three works which Augsburg introduced last year. The others are *Christ* and *The Lord's Supper.* All can be secured through your publishing house.

Louis Jambor is a contemporary. Born in Nagyvarad, Hungary, in 1884, he studied art in Budapest, Germany, and Italy, concentrating on religious art. Since coming to America in 1923 he has become a well-known mural, portrait, and religious painter. At present he is working with religious subjects only.

"And Religious Art"

It is from the seventh *desired outcome* in our "Christian Growth Series" that we get this month's theme, *"And Religious Art:"*

"7. *Use of Christian Resources.* Regular, intelligent, and fruitful use of such Christian resources as prayer, the Catechism, church history, hymns, devotional literature, *and religious art.*"

The influence of pictures on children and adults is common knowledge. Bad pictures poison the mind. Good pictures nourish the mind. Seeing a bad picture, for example, brings into memory bad thoughts. Pictures of Christ, on the other hand, fill the mind with pure, clean, and true thoughts. The value of pictures compared to words is too often stated to need repetition. Pictures are good teaching tools.

Placing the Pictures

But pictures are not always used to best advantage. Pictures meant for children are frequently hung on the eye level of adults. They should be placed, as Lauree Nelson

Rystrom indicates in this issue, on the eye level of the *child*.

Sometimes pictures of inferior quality are used because persons delegated to purchase pictures are uninformed about sources of good prints. If you want names of companies offering fine prints see Mrs. Edlen's suggestions in her article, "A Picture File." To help you select pictures for each department, a list of recommended pictures has been included following the article, "Pictures for Your Department."

A Picture Walk

Mrs. Ernest Nelson has had excellent results in teaching nursery and beginner children by means of pictures. You will see why when you read "A Picture Walk or Talk for Beginners," an account of one of her techniques. Whatever your department, be sure to read her article as well as the others on *pictures*. You will get ideas.

That holds for all articles in this issue, we believe. Pastor Andeen's, for example, on "Christ in Old Testament Poetry and Prophecy," suggestions for teaching *Christian Growth Series, Senior III, Second Quarter;* Carl Heim's "The Year Ahead—A Challenge"; and the others.

Speaking about the year ahead, we might tell you that the themes for the next twelve issues of THE CHURCH SCHOOL TEACHER have been selected, and definitely with you in mind. We hope they will be helpful, and not least next month's issue on the use of audio-visuals.

Many thanks to all who have sent us suggestions, ideas, stories of happenings in their schools, etc. Please keep them coming. We need them.

Merry Christmas and a Happy New Year. May Christ be in the center of it all.

Let us begin with fact so familiar that we tend to forget its importance. Jesus was himself a Teacher. In a time of turbulence and desperate human need, he proclaimed the kingdom of God and brought salvation to men. Yet for the fulfillment of his mission he chose the educational method, the method of the teacher, rather than methods of legislation or political action or armed rebellion or violent social revolution.

LUTHER A. WEIGLE

From Your Director

By L. H. WESTBERG
Augustana Lutheran Church

THE summer workshops have proved that teachers want to know more about *how to study* "Christian Growth" lessons and *how to teach* them. So your Board of Parish Education has gone on record favoring the continuation of the workshop method of teacher training, and has set the machinery in motion to make the training program more effective and far-reaching. Are you interested in getting a brief report about the plans?

Field Workers

First of all, we are doing our best to replace the field workers. You will recall the report last year about: Miss Lauree Nelson leaving the staff to become Mrs. Kenneth Rystrom; Mr. Udden returning to a position in the public schools; Miss Ruth Parkander to be married; and Miss Gertrude Hill to continue her studies at the University of Nebraska. Miss Birdine Peterson has been transferred from Illinois-Superior to New York-New England.

We need highly qualified persons to fill the positions left vacant by these resignations and changes. If readers of THE CHURCH SCHOOL TEACHER can noise about the *demand* we may soon find the *supply*. That would be a great help. Perhaps you yourself may wish to apply. We will be glad to hear from you. The qualifications roughly are as follows:

a. A college degree or certificate with sufficient credits in *education* to qualify for public school teaching.

b. Experience in public school teaching, preferably grades 1 through 8.

c. Experience in church school teaching or parish work.

d. A desire to serve the Lord in a needful area of the Church.

Continue Workshops

Second, we shall try during 1950 to bring the workshops to those conferences missed last year, and to repeat them in as many conferences as possible and practicable. Your conference commission has this matter well in hand and will work things out in the light of its teachers' needs and desires.

Train Demonstration Teachers

Third, in co-operation with the conference commissions, we hope

to bring together within the respective conferences leaders who qualify for special training as demonstration teachers. This proposed program has been heartily endorsed by a number of conference commissions. The purpose will be to spread out teacher-training workshops to the districts and to the congregations.

Teachers want to be *shown how* and to have an opportunity for testing their present methods against the background of demonstration classes and discussion groups. The more demonstration teachers we can enlist and train, the faster we can help teachers learn to teach more effectively.

Produce Helps

Fourth, we are working to produce material to speed up the training programs. The most modern methods will be used to train demonstration teachers and to carry through the training to church school teachers.

Best in the Field

Your Board of Parish Education believes that "Christian Growth" material is the best in the field. It wants to do everything possible to help you use it in such a way that you and your pupils will grow in the direction of the "Christian Growth" desired outcomes: Fellowship with God, Christian Faith, Christian Living, Church Membership, Use of the Bible, and Use of Christian Resources.

This program will take much prayer and energy. May He who said, "Feed my lambs," supply us with all that we need to obey His command.

It's Worth Our Best

The Church School is worth our best!

It is worth the best of teachers, teachers who know the faith, who love children, who prepare carefully, and who teach with enthusiasm.

It is worth the best of equipment and best available materi

It is worth the best interest and concern of the parents a the Church Council.

If it's worth the best, it merits the prayers, co-operation, a support of the entire parish.

The Church School is worth our best because children are t most important of all people.

From Ebenezer Weekly Messenger
Ebenezer Lutheran Church, Chicago.

From Your Director

By R. A. VOGELEY
American Lutheran Church

OUR Parish Education Emphasis does not stop on December 31, 1949. In your church it must not stop at Easter 1950, or at any other time. Yes, the official emphasis ends at Easter, but "God's Word Is For Me, For Mine, For All" every week and every month. "My Church, a Teaching Church" must teach this year, next year, and every year until the Lord of the Church comes again. So in 1950 it's FORWARD IN PARISH EDUCATION.

A Big Question

We have that big question to answer in 1950. It's the 300,000 Question. We first asked it in 1947. We talked about it and did something about it in 1948 and 1949. That is, you did something about it. Some of our Sunday schools increased their enrollment nd attendance 25, 40, and even o per cent. That was in 1948. m sure that more schools did e evangelistic work in 1949. It s time for some to move. It s time to get up and maintain d momentum that a growing hool must have. What did you o in 1949? The 1949 reports will not be compiled for weeks yet. Did you send your report to the office? We need a return from every Sunday school in order to have a complete picture of the work done in 1949.

Now Is the Time

In 1950, that is this year of grace, if there is to be a full, resounding, triumphant answer to the 300,000 Question, many schools, in fact, *every school* will have to reach and teach more people than ever before. Now is the time to plan your work and begin to work.

Begin in January with the prospects in your own congregation, honestly, that means every member of your church who is not in Sunday school. A Standard Sunday School is one that enrolls 70 per cent of the baptized membership of the congregation. When that is the case the Sunday school is more truly the congregation at study. Every Christian studies God's Word.

- Have classes for all age and interest groups.
- Enroll in the Home Department for study at home those who

can not attend a Sunday-school class.

● Make full use of the possibilities of your Nursery Roll.

During Lent and coming to a climax at Easter have your new visitation or follow-up program to reach, sponsor, and win the men and women, boys and girls, young people and babes who are not members of your congregation.

Spread the Mighty Word

Does that sound familiar? I hope so. It refers to the never-finished work of a Christian congregation which no other congregation can do for it. We must not be self-satisfied or selfish. God is not selfish. He did not love just one-fourth of the world or even one-half of the people in America. In Lent we will meditate again on the suffering and death of Jesus. On Easter we will celebrate joyfully the amazing victory, Christ's resurrection. Our joy can be greater when through our efforts and prayers someone else worships His personal Saviour for the first time on Easter. Jesus died and rose for all. We must spread the mighty word.

Christian Family Life

May will be the time to stress again Christian family life, family worship, and the entire family in Sunday school and church. If you did not use *At Home with God* last year, do so this year. You note that I did not merely say, "show" it. Use it, prepare the way, talk about it, discuss family worship.

For the Vacation School

When you plan your new Vacation Church School keep in mind the unchurched children you may be able to reach. If you have not considered the topic, "The Vacation Church School," one of the ten in the series "A Teaching Church" do so sometime before or during May. There will be new Vacation Church School lessons this year based on the Creed. It will be called "My Christian Faith," with workbooks and helps for four departments, Kindergarten (Beginner), Primary, Junior, and Intermediate.

This look ahead takes us only to June. Our fall theme and program will be based upon "Forward in Parish Education Come, Learn, Serve with Us."

There will be plenty of work to do in 1950. This is our call to action. Let every pastor, officer, and teacher say with Paul, "I can do all things through Christ which strengtheneth me."

Pictures for Your Department

By LAUREE NELSON RYSTROM
Editor, "The Olive Leaf"
East Orange, N. J.

A PICTURE committee! Why should I serve on that committee?" asked Mrs. Peterson of her neighbor, Miss Adams, as they walked home together after a Sunday-school Teachers' meeting. "Besides," added Mrs. Peterson, "my class of intermediates meets in the balcony and we have no place for pictures."

"I like the idea of purchasing pictures for each department," Miss Adams said. "But I don't know what pictures to suggest."

"Oh, well," commented Mrs. Peterson, "we have a month to think it over. Maybe I'll see a picture I like by that time."

"But it takes more than what you and I like to select the right pictures for the Sunday school," Miss Adams answered. "I am going to visit with Mrs. Wright of Bethel Sunday School. She attended the Conference Teachers' Workshop. I am sure she has some information for us."

With that the two teachers parted to go to their respective homes.

At the next teachers' meeting Mrs. Peterson reported that she had seen a nice picture in one of the store windows but she could not remember the name of it.

Miss Adams was asked for her suggestions.

"I hope you won't feel my report is too long," she replied. "I talked with Mrs. Wright who attended the Conference Sunday School Teachers' Workshop. She had so many excellent suggestions I would like to share them with you."

"First of all," began Miss Adams, "where there is no solid wall upon which to display pictures, Mrs. Wright suggested using an easel. She also suggested using a portable blackboard, and in our case, since the intermediate department meets in the balcony, she recommended that we place pictures on the balcony railing.

"The pictures I shall suggest are for the intermediate department. However, we may find we want to share some of them with the junior department.

"By going to the picture file of the public library I was able to secure prints of pictures recom-

mended for intermediates. To give us more information about the pictures I have mimeographed this reference material."

At this point Miss Adams placed five pictures in front of the teachers and passed out her mimeographed sheets.

The Material Miss Adams Distributed

The Seventh Desired Outcome of the "Christian Growth Series" is USE OF CHRISTIAN RESOURCES. Included in this outcome is the regular, intelligent and fruitful use of such Christian resources as religious art.

Pictures well framed and placed at the *pupil's eye level,* contribute greatly to the environment for religious growth. A picture should convey a spiritual meaning to every pupil. It should be the type of picture that can be looked at again and again with ever-deepening meaning.

In choosing pictures for the various departments of the Sunday school we ought to ask ourselves these questions:

1. Are the pictures suitable for children?
2. Do they have a religious meaning or message?
3. Are they good art?
4. Are they within the range of experience of the age group which is to use the pictures?

Five suggestions for the Intermediate Department are:

1. *Jesus of Nazareth* by Jambor. (See cover of this issue of THE CHURCH SCHOOL TEACHER. *Editor.)*
2. *Grace* by Enstrom.
3. *Light of the World* by Holman Hunt.
4. *The Presence* by Borthwick.
5. *What Happened to Your Hand?* by Harry Anderson.

Reference material regarding the five pictures suggested:

Louis Jambor who painted *Jesus of Nazareth* was born in Hungary. After considerable success in Europe he came to the United States to live. He is now a citizen of our country. His work has won many honors. Intermediates who have seen *Jesus of Nazareth* have been particularly impressed with the eyes of Christ. This picture could be used as a part of a worship center.

A humble story is portrayed by Enstrom's *Grace.* This picture depicts an aged man in prayer, hands folded beside a loaf of bread. *Grace* has a message for teen-agers who are not always appreciative of the everyday things in life.

"Behold, I stand at the door and knock: If any man hear my voice and open the door, I will come in to him and will sup with him and he with me." This is the Scripture visualized in Holman Hunt's great

masterpiece, *Light of the World*. John Ruskin has called this picture "one of the very noblest works of sacred art ever produced." This picture has also been termed a "call to decision done in oil and color." This is one of the reasons why *Light of the World* is a fine picture for Intermediates. Intermediates are preparing for the rite of Confirmation and the day of decision for Christ in their own lives.

The Presence by Borthwick needs to be seen at a distance to be fully appreciated. Christ is shown standing by the last aisle in a large cathedral. The picture is based on the Scripture passage: "Lo, I am with you always." This picture could be used as a theme for a devotional study for several Sundays.

What Happened to Your Hand? by Harry Anderson is particularly appealing to all age levels. Christ and twentieth century boys and girls are shown in a beautiful garden. One of the boys has an airplane in his hand. The true meaning of the picture becomes apparent when we notice one of the girls pointing to the nail print in Jesus' hand, and asking the question, *What Happened to Your Hand?* This picture could be used for a series of Lenten meditations for the entire Sunday school.

Later on that same evening Mrs. Peterson and Miss Adams were walking home together from the meeting when Mrs. Peterson said, "That was an excellent report you gave. Our biggest problem now is having enough money to buy all five of the suggested pictures. I am going to purchase *The Presence* for my own home. Then I can share it with the Sunday school."

Pictures Recommended by Departments

Junior Department

Copping: "Christ and the Children."

Copping: "Hope of the World."

Giotto: "St. Francis Preaching to the Birds."

Hofmann: "Christ and the Doctors."

Hofmann: "Christ at Twelve."

Hofmann: "Christ in Gethsemane."

Millet: "The Angelus."

Primary Department

Anderson: "What Happened to Your Hand?"

Copping: "Hope of the World."

Turn to page 31

Picture Walk or Picture Talk for Beginners

By MRS. E. G. NELSON
First Lutheran Church, Kansas City, Mo.

PICTURES are teachers. All children love pictures, love to look at them, love to hear about them, love to possess them. Every child will express awe, wonder, love, exultation and enthusiasm in his observation of pictures. They are real to little children, and often the children enjoy associating the message of the pictures with their own experiences. Pictures must be chosen very carefully as to subject, so as to be within their understanding. They should have a minimum of background and detail, so as not to be confusing; brightly colored, distinct, and large. They are used not only for information, but to encourage conversation, to suggest right conduct and Christian attitudes and a feeling of reverence and worship. It would be difficult to teach Beginner children without the use of pictures. Their lives are greatly enriched by the influence of the right kinds of pictures.

General Directions

A Picture Walk occasionally can be very helpful in carrying out the aim and purpose for the church-school hour. Four or five well-selected pictures are sufficient. The group of children should not be too large. Six children can be interested at one time very nicely. The pictures, not too close together, should be placed at the eye level of the children. As they walk and look at them one at the time, the teacher should be ready to ask a few questions or talk briefly about the story of each picture, giving the children opportunity to take part. In that way their interest and observation is stimulated, their imagination is aroused, and they will express themselves freely. Bible verses and poems can be repeated, songs sung, and when a moment of worship is felt in the group, or even in only one or two of them, a simple prayer should be said. Those few moments can be truly very impressive and very valuable in the lives of the children. With careful guidance, the purpose can be carried through from the picture walk to the story, prayers, and songs, and also table activity at the end of the session.

A Picture Talk

If a large group wishes to take part in the *Picture Walk,* it is advisable to change to a *Picture Talk.* The teacher uses only one picture at a time before the group seated in front of her, and proceeds the same as for the *Walk.*

EXAMPLE OF PICTURE WALK for Beginners
Subject: CHURCH

Four Pictures, about fifteen inches apart on picture rail, which is twenty-six inches from floor, or at the eye level of the children.

1. Exterior view of a church.
2. People and children walking to church.
3. People singing in the church.
4. People praying in the church.

Picture No. 1

Child: Oh! that church is almost like our church.
Teacher: Yes, it is. Are you glad you have a church, Tommy?
Child: Yes, I like to come to church.
Teacher: How many of you are glad for your church?
(All hands were raised, and there were some "I do's.")
Teacher: Shall we sing we're glad for our church?
(Heads nodded yes. All joined in singing:)

We're glad today, we're glad today,
For our church we are glad today.
Thank you God, oh, thank you.

Picture No. 2

Child: There are some people walking into the church.
Teacher: They look happy. Were you happy to come this morning?
All: Yes, yes! (And there were smiles on their sweet faces.)
Teacher: The Bible tells us about two children who were so happy to go to church. Can you remember who they were?
Child: Jesus liked to go to church when he was a little boy.
Teacher: Yes, and can you think of another little boy? We have his picture in the room and he is talking to God just like you do.
Child: His name is Samuel, and he helped in the church.
Teacher: I am so glad you remembered. Does the picture remind you of a song we sing?
Child: *Come and Walk This Way.*
Child: Oh! I think *Very Softly We Will Walk* is a better song.
Teacher: Would you like to sing both of them? (And so they did.)

Come and walk and walk this way,
Go to church with me today.

Very softly we will walk,
Very gently we will talk
When to church we go.
Though we cannot see Him there
He is with me everywhere,
He is here I know.

Child: I know God is here. He told us He is with us alway.
Child: That's in the Bible.
Teacher: Yes, John, that is a Bible verse, *Lo, I am with you alway.* It is in the book of Matthew.
Child: I'll get the Bible and you find it.
Teacher: Thank you, John. We are always happy to say Bible verses. These are the words Jesus said, *Lo, I am with you alway.*
(All the children joined happily in saying it.)
Teacher: But this picture reminds me of another verse in the Bible. It is about being glad to go to church.
Child: (enthusiastically) I know! *I was glad when they said unto me, let us go into the house of the Lord.* Where is that found in the Bible, Mrs. C?
Teacher: In the Psalms. Psalm 122. Would you like to say it with Ann? (They repeated it with her.)

Picture No. 3

Child: Do you think they are singing songs we know?
Teacher: Barbara, you like to sing. Which song do you think they are singing?
Child: I like to sing about Jesus.
Child: That is why we come to church, isn't it? To learn about Jesus, sing about Him and to talk to Him.
Teacher: Yes, that is true. (Teacher started singing *Jesus Loves Me* and all joined in.)
Teacher: How many love Jesus? (One after the other raised their hands and some said very emphatically, "I do, I do.")
Teacher: Shall we sing the song telling we love Jesus?

Yes, I love Jesus, yes, I love Jesus,
Yes, I love Jesus because He first loved me.
(Tune of chorus of "Jesus Loves Me.")

Picture No. 4

Teacher: Mabel told us we come to church to learn and sing about Jesus and something else. What was it? The picture tells us.
Child: To talk to Him.
Teacher: We can talk to Him anytime and anywhere, while we are playing, helping, at nighttime and anytime.
(While the children looked at the picture of the people in church with bowed heads, they seemed to sense the quietness of such moments and they were very quiet, also.)
Teacher very softly: Shall we talk to God now? (Little hands folded.)

Thank you for our Church, dear God.
We are so happy to come here.
We are glad for our friends.
We love you dear Jesus and are so glad you love us.
Thank you for everything.

The above is not an imaginary conversation but a sample of actual experiences which have come from making the right kind of pictures available to the little children. Pictures are important in visual education, and when used with Scripture and music make deep and lasting impressions on the minds of the little ones.

Correlate the Pictures

The *Church Picture Walk,* as above, should be used in connection with stories in the "Christian Growth Series" which stress the church, such as the Samuel story, Jesus taken to the church when a baby, and also when he went to church with his parents in his boyhood. The aim or subject of the story should be interwoven in everything that is done during the entire church-school hour. There should not be one subject for the Picture Walk and another subject for the story. The Bible verses and poems in the story literature should be used in all activities.

Picture Walks or Picture Talks Which Might Be Planned During the Year

Choose four or five pictures.

JESUS

Jesus a Baby.
Nativity Scene.
Jesus at Twelve.
Jesus Feeding the Five Thousand.
Jesus Healing the Sick or Blind.
Jesus Blessing Little Children.
Triumphal Entry.

HOME

A House (exterior view).
Mother Busy with Duties (household).
Daddy Working or Fixing Toys, etc.
Family Playing or Working Together.
Child Helping Carry Packages for Mother, or some other helpfulness.
Family Reading, Eating, Praying, Table Prayers, or Evening Prayers.

NATURE (Springtime)

Flowers (variety of color and size).
Trees and Bushes.
Birds.
Bird Nests.
Butterflies.
Rain.

GOD'S GIFTS
or Things for Which We Are Thankful

Food.
Clothes.
Home.
Toys.
Friends.

Turn to page 32

A Picture File

Prepared by MRS. ROBERT EDLEN
St. Mark's Church, Chicago, Ill.

EVERY church school should be equipped with an organized resource of mounted pictures for the use of every class in worship and lesson. This file or cardboard box should be located in the church where it is easily accessible to every teacher and should contain clear, storytelling pictures of both Bible topics and topics concerning the Christian life.

There are many sources of pictures for a church-school file: left over lesson leaflets and old quarterlies, religious art calendars, picture calendars often issued by insurance companies and others, magazines including advertisements. (Saturday Evening Post is especially good for advertisements).

There are several picture companies that offer fine prints at low cost: Wartburg Press, 57 E. Main St., Columbus, Ohio; Augustana Book Concern, Rock Island, Illinois; American Bible Society, 450 Park Avenue, New York, N. Y.; Artext Prints, Inc., Westport, Connecticut; Friendship Press, 156 Fifth Avenue, New York, N. Y.; J. S. Latta, Cedar Falls, Iowa; Perry Picture Company, Malden, Massachusetts; Pilgrim Press, 19 South LaSalle Street, Chicago, Illinois; University Prints, Newton, Massachusetts.

Mounting Pictures

Every picture should be trimmed neatly and mounted on uniform size cardboard or heavy construction paper. The dimensions, 8 by 11 inches, are suggested since mounted pictures this size will file easily in regular business style folders.

If mounted on cardboard a more finished effect can be obtained by binding the edges with black or brown cloth tape. Use three-fourth inch binding for the 8 by 11 inch pictures. Cut the tape into four pieces to fit each side with mitered corners. Fold the tape in the center, dampen and stick in place around the edges of the picture .

If mounted on construction paper a matted picture causes the colors to stand out and gives a more finished look. Cut a piece of construction paper to fit the pic-

ture allowing for a fourth-inch margin. Repeat a color in the picture or use a contrasting color for the mat. Paste the picture on the colored mat. Then paste mat on black construction paper.

One of the best adhesives to use is rubber cement since any excess is easily cleaned from the finished mount. Apply cement around the edges of the back of the picture. Paste the picture to the cardboard or construction paper, smoothing any bubbles or ripples around the edges. When pasting on construction paper be sure the picture is placed so that finished mount will look well. A good rule to follow is to make the top and side margins of equal width leaving the bottom margin wider than the others.

Each picture should have the name and label on the back to correspond with the topic heading printed on each file folder. This will facilitate the refiling of pictures after they have been used.

Depending on the size and requirements of the church-school two or three or more copies of the same picture, if that many are available, should be mounted for teaching purposes. Extra pictures can be sorted and filed in the same folder with the mounted pictures for use in special projects, pupil's notebook, departmental handwork, vacation church-school projects, etc.

CLASSIFICATION

When classifying pictures remember to use terms that are easily understood and commonly used by teachers in order to make their research for pictures for a given situation as simple as possible. Below is a suggested classification of pictures now used in one of our church schools. Other topics may be added as the files grow.

Old Testament Subjects

File pictures alphabetically according to name of man or woman most prominent in the picture, e.g., Abraham, Daniel, Israelites, Moses, Ruth, etc.

Life of Christ

Annunciation
Ascension
Baptism of Christ
Blessing the Children
Boyhood of Jesus
Crucifixion
Dedication
Disciples Called
Easter Morning
Emmaus Story
Feeding Five Thousand
Fishermen, Jesus and
Flight into Egypt
Forgiveness
Gethsemane
Good Samaritan
Good Shepherd
Great Commission
Head of Christ
Healing (general)

Heals Blind Man
Heals Daughter of Phoenician Woman
Heals Lepers
Heals Man Lowered Through Roof
Heals Nobleman's Son
Last Supper
Lost Sheep (parable)
Madonna
Mary and Martha
Mary Anoints Jesus' Feet
Nativity
Palm Sunday
Pharisee and Publican
Prayer, Jesus' Practice
Prodigal Son (parable)
Raising Jairus' Daughter
Rich Man and Lazarus
Rich Young Ruler
Rock and Sand (parable)
Samaritan Woman
Sermon on the Mount
Stilling Tempest
Sower (parable)
Synagogue, Christ Visits
Talents (parable)
Thomas Doubts
Trial of Christ
Wedding in Cana
Weeps over Jerusalem
Wheatfield on Sabbath
Widow's Mite
Zaccheus

Other New Testament Subjects

File alphabetically according to name of most prominent man or woman or topic, e.g., Dorcas, John the Baptist, Palestinian Life, Paul, Pentecost, etc.

Baptism
Bible
Children
Christian Symbols
Christmas
Church Buildings
Church School
Family
Food and Eating
Great Persons
Helping in Church
Helping at Home
Helping Others
Illness
Loyalty to Christ
Lord's Supper
Missionary Challenge
Missions—Africa
Missions—American
Missions—China
Missions—India
Missions—Mercy
Music
Nature and Animals
Outdoor Activities
Prayer
Race Relations
Travel and Visiting
Workers (doctors, pastors, etc.)
Worship

Each class in our Sunday school not only has a regular teacher, but also a regular substitute assigned to it. Also, each teacher and each substitute is provided with a pupil's Study Book and a Teacher's Guide for each quarter of the year. Then when it is necessary for a teacher to be absent she just telephones her regular substitute to take over for her. It eliminates bringing books way across town, and also looking high and low for a substitute at the last minute. This way the substitute is always on call. Also, if a teacher is ill for a long time or is irregular the class has only two teachers to get acquainted with instead of any number. We find it works very well here and makes for better order and teaching.

Mrs. Evald Olsenius
Braham Lutheran Church
Braham, Minnesota

Teachers of Seniors!

Helps for Teaching the Christian Growth Series Senior III, Second Quarter

By KENNETH G. ANDEEN
Christianity Department, Augustana College, Rock Island, Ill.

IT IS most fitting that the final series of "The Christian Growth Series of Sunday School Lessons" should be a survey study of the books of the Bible. Throughout the series, constant reference is made to the Bible, as a variety of topics are developed with the children and young people. During the various quarters, studies are made about the Bible to give the student an acquaintance with the source of God's revelation. It is hardly until the years of senior high school that the young person can comprehend the full pattern of God's redemptive activity in Christ as it is portrayed over the pages of the entire Bible, the Old and the New Testaments. This full year of study, four quarters, should be of invaluable help to the serious-minded young churchman. It should also give him a rich background for his study in the Adult Bible Courses.

The purpose of this third unit in the Senior course of the Christian Growth Series is to clearly show *Christ in the Bible.* To Christians, the key to the understanding of the entire Bible is in Christ. The promise of redemption in the Old Testament finds its fulfillment in Christ, and the good news of the New Testament, the Gospel, is the witness concerning Christ as Redeemer, Saviour and Lord. It is needful to occasionally read the entire Bible with the purpose of following the development of God's plan of redemption. Though this is not specifically mentioned in the study of each Old Testament book, it should be kept in mind as the chief purpose of the year's work.

There are always a few considerations which should be kept in mind by the teacher of the Bible. Biblical material reveals its true significance to the individual under the guidance of the Holy Spirit. The teacher should prepare himself for the message of Scripture through prayer and a life of

faith. Only with such preparation can he expect to be successful in handling the means of grace in the Word. Only then will he have the thrill which can come to one as he influences young lives through the message of the Bible.

Old Testament Poetry and Prophecy

The second quarter of the series, dealing with the Old Testament, considers the writings of poetry and prophecy. In this section of the Old Testament one has some of the most beautiful and inspiring writings in all of literature. The writings are not only outstanding for their literary worth, but rather because of the timelessness and universality of their message which makes them as loved and desired in our day as when they were spoken and written centuries ago.

In the beauty of the Old Testament poetry one can pour out his own soul in glorifying God, or one can come in these same inspired words with his heavy heart burdened with sin and guilt. In the descriptive language of the prophets one finds an analysis of the individual's life and problems, and the keen understanding of the troublesome milieu in which society finds itself. Here, however, one hears the optimistic message of the man of God: "Arise, shine; for thy light is come, and the glory of the Lord is risen upon thee." The student has the opportunity of studying God's Word, not as a record of a decadent civilization, but as a living message to every generation of men. The Word of God is eternal truth and abides forever.

Devotional Preparation

It is impossible for the Bible teacher to present his material and lead his class in study without a feeling of confidence in the material being discussed. Though the lessons are well outlined in the Study Book and in the Teacher's Guide, yet there is need of being familiar with the original sources, the books of the Old Testament poetry and prophecy. Before the teacher begins his preparation with the guides, he should read each book in its entirety, or at least refresh his memory by using the book of the Bible under consideration. It would seem profitable to use this book for his own private or family devotions during the week preceding the lesson on Sunday.

With a devotional approach to the weekly study, one realizes that there is not only a scientific study of the Word which needs to be made, but that this Word is living

and active as it brings inspiration to the activities of the week. After all, these books were written out of the experience of men who were being led by the Spirit of God and were written for the edification and guidance of those who follow in the same way of righteousness.

The Use of References

There are few teachers well enough acquainted with the Old Testament to teach a class without some kind of reference assistance. Gehman's revision of *The Westminster Dictionary of the Bible* is a most helpful volume in giving complete but brief descriptions of the various Old Testament books. Much information is easily accessible in the book on Old Testament habits and customs with insights into the life of the Jewish people. Such assistance is quite necessary for the informed teacher.

Walter Ferguson's book *Journey Through the Bible* will be found exceedingly helpful in portraying dramatically the essence of each of the books. The vividness of the writer's contribution to an understanding of the Old Testament will be appreciated not only by the teacher, but many passages will be attractive to the students as they are read in the class or as the student reads the book himself. The high-school young person should find this book most appealing.

A third reference which is worthy of mention is R. Calkin's study of the minor prophets (Amos, Hosea, Joel, etc.) in the light of their modernity. *The Modern Message of the Minor Prophets* is particularly noteworthy in bringing out areas for discussion of modern problems which find part of their solution in the message of the inspired prophets.

Arousing Interest

With the teacher thoroughly enthused with the opportunity of sharing his interest in the poets and prophets of the Old Testament, there will be little doubt but that his class will be one of lively interest. To lend assistance in adding color to the class hour one can make good use of the visual aids that are available. Kodachrome slides can be the motivating means to tell the story behind the particular book for the day. Some of the hymn slides can be used to illustrate the spirit of the Psalms as they have been adapted to music. One could use a modern sociological picture to heighten the need of finding a God-inspired answer to a problem which is perennial and which is

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Activities in the Field of Christian Education

By I. O. NOTHSTEIN

Figures for Thought. Figures released by the International Council of Religious Education indicate that there are now 232,672 Sunday schools in this country, with an enrollment of 24,588,112 pupils and 2,406,505 officers and teachers. According to the same tabulation the number of Sunday schools increased by 19,060 between 1945 and 1948; but strange to say, the enrollment during the same period decreased by 21,891. If this astounding statement is a true exhibition of the fact as it is, and not the result of careless reporting by the individual Sunday schools, then earnest thought should be given to the subject. Why should so great a loss occur in spite of the founding of 19,060 new Sunday schools. Some of the older schools must have lost their missionary zeal. It is some consolation to learn that so far as the Lutheran Church is concerned there have been substantial gains instead of losses during this period.

* * *

Pennsylvanians Incline Toward Religious Schools. A news release states that in the last twenty-five years the percentage of Pennsylvania children who attend private or parochial schools has increased from 10.3 to 17.6 percent. Roman Catholic schools head the list of private institutions, Quakers come next with thousands of pupils in the Philadelphia area, and Lutheran schools are third. While religious-school enrollment has increased, that of the public schools has decreased. In 1925 public schools had 1,804,230 pupils and private schools 207,097. The latest figures reveal 1,523,267 in public schools and 307,815 in private schools. Over 92 percent of the latter group are in church-conducted schools.

* * *

A Survey on Religious Education was made by the National Education Association, which sent questionnaires to about 5,100 city, town, village, and county school superintendents in all forty-eight states, the District of Columbia, and Alaska. Of this number,

2,639 sent replies showing that 708, or 26.8 percent, had some type of religious program in operation during 1948-49.

About 15 percent of these school systems provided classrooms in public-school buildings for religious instruction during school hours. Most of the systems, however, avoided the actual operation of religious education classes. Instead, they made concessions by permitting the use of school buildings after hours or by releasing pupils during regular school hours.

The survey further revealed the fact that 1,621 school systems have never had a religious education program of any kind, while 310 have had such but have discontinued them, a little more than half having done so because of the U. S. Supreme Court decision in the McCollum case.

* * *

First Audio-visual Workshop. Seven Lutheran synods were represented in the first Lutheran audio-visual workshop, sponsored by the Augustana, the American, and the Evangelical Lutheran churches, at St. Olaf College, Northfield, Minn. The activities centered around the project, "Teaching the Bible Through Audio-visual Aids." Those registered included pastors and laymen, teachers and superintendents.

* * *

For Comparison's Sake. There are at least eighteen American church bodies which have at least 300,000 pupils enrolled in their Sunday schools. Among these eighteen bodies are two Lutheran groups, the United Lutheran Church with 701,226 pupils, and the Lutheran Church—Missouri Synod with 326,044 pupils in Sunday schools and thousands in its Christian day schools. The Methodist Church ranks first in numbers of church schools, officers and teachers, and of pupils. It has 4,871,983 pupils enrolled.

* * *

In Spokane, Washington, plans are being made to build a "Northwest Christian High School" under the sponsorship of an association of Protestant churches. The City Planning Commission has approved the construction of the proposed building, for which materials from surplus buildings in a former naval training station would be used. If the plan materializes, the building will occupy a 12-acre site. Several hundred individual congregations, representing more than forty church bodies, have expressed or pledged both interest and support.

Commenting on the project, a West coast newspaper, the *Oregon City Enterprise,* says: "In this rapidly moving world where materialism has had some play in the public school system . . . this is a move that may be pointed to as the church militant in action. The Protestant church has been somewhat at a disadvantage in this field. It could not, against the specter of the church's influence on the state, do much beyond endow and operate some colleges or prep schools. It is now prospecting in a rich field in undertaking to emphasize Christian principles in high school education in a way that will annul the charge that it is encroaching on the state."

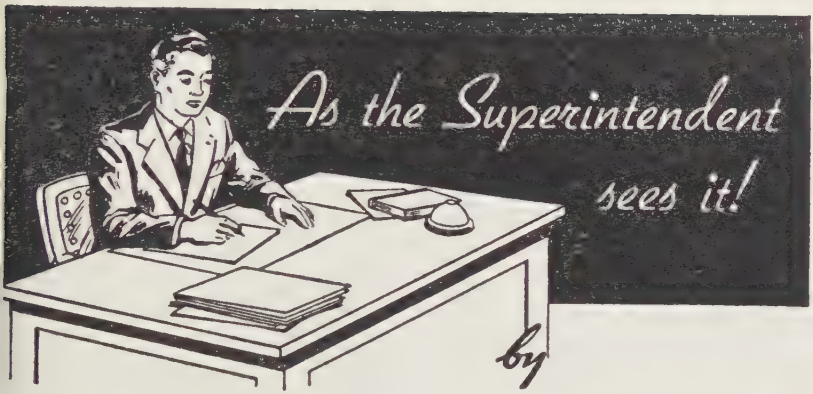
* * *

For the Shut-ins and Out-of-the-Ways. The Missouri Synod's Sunday school by mail reports an enrollment of 2,800 children in sickrooms, mountain cabins and other sequestered places in the United States, Canada, the Bahamas, Hawaii, the Philippines, Nicaragua, Germany and Japan.

* * *

Gain in Vacation Bible School Enrollment. According to the St. Louis *Globe-Democrat* the estimated enrollment in Protestant vacation Bible schools last summer was 5,500,000. This was said to have been 500,000 above last year's, and represents a record high. Four hundred and seventy thousand teachers were required to instruct these pupils.

Work Among Students. Today there are, under the Division of Student Service of the National Lutheran Council, nineteen full-time pastors assigned to non-church colleges and universities where there are large concentrations of Lutheran students; fifteen full-time women counselors assisting pastors in local congregations who reach and minister to students; over 350 pastors who also serve local congregations, but who count students in their community as part of their responsibility; five regional traveling secretaries who supervise the work, initiate new work, counsel with pastors and counselors in their regions; two national secretaries who direct the ministry of the Church to students on over 400 college and university campuses in the United States and Canada. At many universities there are Lutheran student centers. In a few cases, churches have been built specifically for students because there was no Lutheran church in the community.



The Year Ahead - A Challenge

By CARL C. HEIM
Supt., St. Paul's Sunday School
Pittsburgh, Pa.

Where Are You Going

This question must be on everyone's mind at some time or other, if not consciously, at least in an indirect way. "Where are you going?" Certainly there is no more appropriate time than the threshold of a new year to consider this question, to survey the situation, and to determine a course for the months ahead.

Many times in our own lives as well as in our activities and organizations we ponder upon this question: "Just what am I doing and where am I going?" Most certainly it is a healthy situation if this question has arisen in our mind and we have given it consideration. By such an analysis we gain perspective and are able to judge our course more clearly and positively, and not be confused or overwhelmed by the perplexity of immediate problems. So frequently individuals or organizations become involved in activities and circumstances that lead away from the goal and cause their vision to be out of focus. We so readily lose sight of our goal and focus upon something else which has loomed up as an apparent goal. Years later, to our sorrow, we realize that we have failed to steer the proper course.

Hence, in plotting our course, much as the navigator on a ship does, our goal should always be crystal clear. Should it go out of focus, it is our duty to refocus and return to that goal. As superintendents charged with the responsibility of administering our local Sunday school we have a tremendous responsibility, and our focus upon the goal must be sharp or else we steer into troubled paths.

What Is the Goal?

Our goal is the leading of souls to Christ! A tremendous responsibility! Our office has been established and we have been given authority to supervise a concerted action in our congregation to bring children to Christ, to study God's Word, and continually to direct and lead souls on the path to God. Without a clear focus on this goal, we send souls astray. Hence, our first resolve should be to focus or refocus *our own* thinking, teaching, directing, and living toward this goal. Our staff should also focus upon this goal, and our responsibility is to make this goal crystal clear to them. Even though the activities under our supervision may frequently deviate from the course set toward this goal, it is our responsibility to steer the ship back toward the true course.

A deeper consecration of ourselves and our staffs is thus essential. Certainly when the goal, "Leading souls to Christ," comes into focus, much else that we have thought to be of importance reverts to the background. A suitable installation service for the officers and teachers can do much to intensify the feeling of responsibility that is his. Deepened spiritual life within the teacher can hardly help but influence the scholar with a feeling of deeper inward responsibility toward his own soul. There is no better way to attain this end than by family worship.

Where Are You Now?

Going somewhere requires a movement from "here" to "there." Before we move, a survey of present circumstances is essential. Before an improvement can be made it is necessary to determine the present quality and condition of the situation. Do we have as good a school as we should have? Are we as a school exerting the influence upon the lives of people that we should? Are we living to ourselves or are we bringing others to Christ? Do we have our goal in focus or are we out of focus with possibly even no goal? Are we aware of the trends in life today

Contemplate and meditate upon your own situation. Do not shirk the responsibility that is yours. Face the facts! Ponder them! Do something about them!

What Lies Ahead?

The future is one of challenge and perplexity. Our goal is crystal clear. All Protestant bodies are focused upon the one goal, our goal, leading souls to Christ. This should then be the keystone of our activity, not only this year but always. Many, such as city church schools, will have the opportunity to bring considerable numbers into the fold. Others, such as rural schools, will not be able to make spectacular gains. However, the fact that the field is limited dare not be taken as a reason for inaction. The task is more difficult and the effort more exacting.

To the future years we must look for our share of children born during the recent upsurge in the birth rate. Within the next ten years more than nine million additional children will enter our public schools and this means that the number of children of school age will increase by more than 37 per cent. Multiply your present enrollment by 1.38 and the result will be the enrollment in your school in 1960 if you obtain the appropriate proportion of children throughout that period. If your present enrollment is 200, your 1960 enrollment should be 276. Coupled with this increase there should be a natural growth in each school so that a considerably larger figure than obtained above is to be anticipated.

Are You Ready for This Increase?

Have you been aware of the fact that there are more children of Nursery age today than for many years? There will be many more too, in the years to come. The Nursery Department is the department to emphasize at the moment and to bring up to its highest standard in anticipation of this avalanche of children. Not only must this department be quickly brought to full strength, and more, but within a few years this increase in number of children will pass as a wave through the school making its impact felt on every department in turn. In order to insure your share of these children it is urgent to formulate plans immediately to solicit them and their parents. Start *now!* This is an essential phase of the program of evangelism now under way.

Again, compare your present enrollment with the figure quoted so frequently by the Department of

Parish Education, which indicates that 70 per cent of your congregation's baptized membership should be in Sunday school. That figure will undoubtedly still be above the previously mentioned 1960 enrollment figure. These two figures indicate that our schools are still far from the desired goal and that there is much that we can do today. We *dare not* rest upon our oars.

What Can You Do to Facilitate Matters?

Recognize the Task: Become conscious of your goal and the task ahead. Plan your attack upon this problem. Select proper assistants to help in the tremendous responsibility ahead and transmit your convictions to the members of your staff, your school, your church council, and your congregation. Make them aware of the tremendous task that confronts them and their responsibility in sharing it. No one dare shirk his duty.

Organize for Effective Work: A winning team is one which is able to recognize a situation, call the proper play, and properly execute it with co-ordinated activity. Likewise in a school there must be a superintendent or group of responsible individuals who are able to recognize a situation and then transmit these facts to the staff, co-ordinate the activity and fire sufficient enthusiasm to carry out the particular task with co-operative functioning of all to the best interest of the school. Such direction on the part of the superintendent demands keen insight and considerate action in order to obtain the co-operation of the various groups of individuals.

Your staff must be adequate to handle the multitude of problems that face a growing school and proceed with a positive stride. It dare never become so burdened with detail as to lose sight of the goal. Suitable delegation of authority in particular matters can be made to assistant or department superintendents, or properly selected individuals, and thus a winning combination established. Co-operation of *all* individuals is needed to make a winning team.

Train Your Teachers. Throughout the years there have been ever-increasing requirements as to the qualifications of a teacher in the public-school system. Frequently it is required that the summer vacation period be spent in graduate work or travel to further the individual teacher's education. Have you followed this trend in your school? Have you followed this

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The Monthly Conference of Teachers and Workers

Aim: To review our 1949 work and to examine our 1950 plans.

The Devotions. The meditation is based on 1 Corinthians 4. 1-5 (R.S.V.).

Each phase of the program has a threefold implication.

1. Can our own conscience and judgment approve our work and plans?
2. What is the judgment of others, including pupils and parents, of our work and plans?
3. Can God approve our work and plans?

I. Our Teaching

1949

A. Whom Did We Teach?
   1. An analysis of Sunday church school departments and classes.
   2. New classes started and new groups reached.
   3. Average attendance.
      a. Total school.
      b. Departments or classes.

B. How Well Did We Teach?
   1. Thoroughness of personal preparation.
   2. Teacher training courses taken.
      a. District.
      b. Zone.
      c. Congregation.
   3. Workers' Conference.
      a. Program helpfulness?
      b. Was interest sustained?
      c. Extent of teacher participation?

1950

A. Our Monthly Conference.
   What retain? What change?
   Program for the year.

B. Our Training Program.
   Pre-Service.
   In-Service.
      Congregational, Zone, District.

II. Our Goals for Teaching

A. What did our pupils learn?
Review departmental lessons and aims.
Establish or evaluate the 1950 lessons and aims.

B. How was spiritual growth shown?
Daily Life? School Life? Family Worship?
Use of Bible? Church Attendance? Christian Service?

III. Our Outreach

A. Our evangelism possibilities and responsibilities.
1. The unchurched.
2. The dropped.
3. The irregular.

B. Our evangelism efforts in 1949.
1. Teachers and Officers.
2. Pupils.

The above may be done as a part of the analysis of the Annual Reports.

C. Our evangelism plans for 1950.
By Teachers, Officers, and Pupils.
1. January to Easter.
2. Easter to Pentecost.
3. Summer.
4. Fall.

(Various assignments should be made in advance so that different teachers and officers can present phases of the program.)

How He Lifted Me

By W. G. MONTGOMERY

YOU probably can recall some teacher who lifted you out of yourself, and put songs of victory into your soul. I am thinking of one like that today.

This Sunday-school teacher touched my life in a way that no one else ever did. I had other good teachers, but this teacher stands out in my memory as a mountain rising above a plain. And now that several years have passed, I will try to point out some of the qualities he possessed, which, I think, made him a great teacher for he had qualities that put a spring into my footsteps and new songs into my heart, and gave me

ideals and dreams and great things to live for.

First of all, this teacher was a personal friend to each one in his class. While he was above us in knowledge, he lived at the same time on our level. We never thought of him as being our superior, and yet I now know that he was in most things. He used language we could understand, knew each one of us by our first names and if one of us missed a single Sunday, he was around to inquire the cause in such a way as to make us feel important.

I think I have probably forgotten most of the facts he taught, the information he imparted, but I can never forget the life he lived. He gave me something greater than facts, and more important than information. He inspired me. He gave me wings instead of weights.

He never talked of disappointments, spread gloom, nor found fault with anyone. When I came to class discouraged or depressed because of some difficulty, his very presence brought cheer, enabling me to go away feeling like I was again on top of the world.

This teacher was not highly educated. I doubt if he had ever studied psychology and pedagogy as we do today. Yet he had something about him, personality and common sense, and tactful approaches, which, I think, made him one of the greatest teachers I have ever known. Why was he such a good teacher?

He Was Informed

Well, he did possess a general fund of knowledge. He kept up with what was going on in the world. He read good books, was familiar with the Bible, prepared his lessons well, and was fair-minded in all things. He welcomed ideas from whatever source they came, and never presumed to know everything himself. He was humble, and never made a display of his information.

Rather, he seemed more interested in getting us to show what little we knew, making us feel that it was a lot. Thus, he put confidence into us and made us feel like going on.

I remember that he spoke well of other teachers, and never gossiped about anyone, never repeated rumors, nor took sides in an argument. He avoided all subjects in the class which might arouse hard feelings or lead to heated arguments. He avoided controversy because he believed it led to more harm than good. Friendly discussions he encouraged. He did not

talk much himself, but encouraged us to express ourselves. He always listened to us as if our feeble opinions were all-important.

This attitude toward us caused the most backward or bashful student to feel at ease in class. Because of this teacher's courtesy and gentleness, the bold and outspoken student was toned down in his expressions, also, with the result that harmony and good feeling existed among all the members.

Not Peevish

He never insisted on having his own way, and was not peeved when his plans failed. If a third of his class were absent some morning, he did not blame those present. He put as much of himself into the lesson when the attendance was small as when large.

If we had any troubles we forgot them while in class. He put something into us, did something to us, lifted us up, took us out of ourselves. We all felt the touch of his quiet, magnetic spirit. His life was constantly speaking louder than his lips, as we felt the pull of his spirit upon ours. His teaching was positive and constructive, yet mixed with a sense of humor that helped us over the rough places.

He seemed to do everything in a natural, pleasing way. I never once saw him hesitate, fumble or become confused, or to turn here or there to see what to do next. His procedure seemed spontaneous, and yet I now know it came out of a well-prepared background.

He was serious, but not too serious. While the lesson subject was his objective, he would become interested in anything the class wanted to talk about, using it as a lead to the lesson. He would lead us into the lesson by a natural, conversational method, and not by the lecture route.

This teacher was human, broad-minded, sweet-spirited and a learner along with his class. He was not a great scholar, but he was great soul. He had that upward pull that lifts one out of littleness into largeness. He made us ashamed of doing any small or selfish thing. We felt better, bigger and braver in his presence.

Wise Counselor

This teacher went along with us, became a part of us, a wise counselor during the week. He was a busy man, but never too busy to help his students find work, or help solve their personal problems.

Naturally, he became our hero, our leader and example. We wanted to do as he did. Any community service or work he suggested

we did gladly out of respect to him, as well as for the good it would do. So far as I know now, every pupil he ever had, united with the church and became a useful worker.

It was this teacher, above all others, who gave me something to live for, and the memory of him is still an inspiration. His influence has followed me; his vision has gone ahead of me. I can still feel the impact of his personality upon my spirit.

If I could give as much to my students as he gave to me, I think I would be satisfied.

The Year Ahead

From page 23

end yourself? Stagnation occurs e moment one feels satisfied with s particular lot and nowhere can be as serious as in the Sunday hool, particularly in the staff at has the responsibility of the hool in hand.

Most of our Sunday-school achers are engaged by handing em a lesson leaflet and saying, Teach this class!" Is this adeate training for such an importt task? Inaugurate a Sunday rning training class in your ool, and enlist the younger men l women, even those of high-school age. In this manner a reserve of trained teachers will become available for the future. Sponsor and encourage teacher training in some form for all of your teachers and officers. Never feel that your staff has attained perfection.

Readers of THE CHURCH SCHOOL TEACHER *are invited to share teaching experiences through these columns. Send to Editor, 2445 Park Avenue, Minneapolis 4, Minnesota.*

Pictures

From page 9

Hofmann: "Christ in Gethsemane."
Plockhurst: "Christ and the Children."
Raphael: "The Sistine Madonna."
Tarrant: "All Things Wise and Wonderful."
Tarrant: "Star of Bethlehem."

Beginners Department

Baroccio: "Nativity."
Byi: "A Child's Prayer."
Plockhurst: "Christ and the Children."
Raphael: "The Sistine Madonna."

Tarrant: "Morning Carol."
Tarrant: "Suffer the Little Children."
"The Smiling Christ."

Nursery

Byi: "A Child's Prayer."
Plockhurst: "Christ Blessing the Children."
Raphael: "Madonna and Child."
Tarrant: "Suffer the Little Children."
Reynolds: "The Infant Samuel."
Jessie Wilcox Smith: "Twinkle Twinkle, Little Star."
Bella Vichon: "Jesus and the Children."

Picture Walk

From page 13

Daytime.
Nighttime.
Postman.
Milkman.
Groceryman.
Doctor.
Church.
Family.

CHURCH

Exterior View of a Church.
People and Children Walking to Church.
People Singing in the Church.
People Praying in the Church.
Teacher and Children in Church-school Room.
Offering.
These are just suggestions. Much could be added.

Teachers of Seniors

From page 19

treated by one of the prophets.

To the teacher trained and gifted in drama there is always the possibility of using high-school students in presenting an original play with the setting and material from one of the prophets. A Lutheran League Bible Class composed of high-school students could form a choir and arrange an original evening using the Psalms as a basis for their program. To the teacher with originality and talent such possibilities are unlimited with the use of the poetry and prophets.

The teacher must ever remember that his one great desire is to direct the student to Christ, the Saviour and Redeemer, the source of great joy and the answer to man's greatest yearnings. He it is Who is Wonderful, Counsellor, Mighty God, Everlasting Father, Prince of Peace! Ours is a holy privilege to lead young lives in the study of Scripture where they hear the voice of the living God.